

Williams, Brandi

From: Jackson Jr., James <jljack@milwaukee.gov>
Sent: Thursday, May 17, 2018 12:23 PM
To: Davis, Rheanna
Subject: Re: Contributing Citation for (King ES)

Hi,
I'm not able to locate in our system for a date of birth.
Please re-submit upon acquiring.

Thanks

"BE A FORCE"

P.O. James Jackson, Jr.
MILWAUKEE POLICE DEPARTMENT
OFFICE of COMMUNITY OUTREACH and EDUCATION
School Resource Officer
(ofc) 414-935-7905 / (c) 414-708-6022

From: Davis, Rheanna <davisr1@milwaukee.k12.wi.us>
Sent: Wednesday, May 16, 2018 9:06:57 AM
To: Jackson Jr., James
Subject: Contributing Citation for (King ES)

[REDACTED]

Thanks

Rheanna Davis, MSW
School Social Worker
(414) 447-5325 Office
(414) 447-5339 Fax
Milwaukee Public Schools
TABS North
3000 North Sherman Boulevard
Milwaukee, WI 53210

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Williams, Brandi

From: Jackson Jr., James <jljack@milwaukee.gov>
Sent: Monday, April 16, 2018 11:33 AM
To: Vanstechelman, Jon
Subject: Re: Student citation -

Hey Jon,

would you be able to provide the truancy rate information and the habitual letter that was sent regarding the student's truancy?

"I Thank You In Advance"

"BE A FORCE"

P.O. James Jackson, Jr.
MILWAUKEE POLICE DEPARTMENT
OFFICE of COMMUNITY OUTREACH and EDUCATION
School Resource Officer
(ofc)414-935-7905 / (c)414-708-6022

From: Vanstechelman, Jon <vanstejp@milwaukee.k12.wi.us>
Sent: Friday, April 6, 2018 1:12:27 PM
To: Jackson Jr., James
Subject: Student citation -

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Williams, Brandi

From: Chason, Matthew J
Sent: Tuesday, August 29, 2017 9:41 AM
To: leslie.silletti@milwaukee.gov
Subject: SRO Evaluation
Attachments: RFP464Summary010416.pdf

Hi Leslie,

It was privilege to meet you on Friday. I've attached the District's current pre-approved evaluator list per our discussion.

I'd like to schedule a time for a brief meeting to map out some next steps. If you can let me know some available times, that'd be great.

Thank you,

Matt Chason
Manager, Office of Accountability and Efficiency
Milwaukee Public Schools
414-475-8290



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PUBLIC SCHOOLS



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PUBLIC SCHOOLS

RFP 464 Approved Evaluators

Division of Research and Evaluation

Updated: May 12, 2017

Current List of Approved Evaluators¹

Name	Location	Contact	Previous work with MPS? (Y/N)	Previous work in education? (Y/N)	Brief Background on page....
4K Program Assessments	Appleton, WI		N	Y	3
American Institutes for Research	Washington, D.C.		Y	Y	4
Terry Batson	Franklin, WI		Y	Y	6
Capacity Unlimited LLC	Milwaukee, WI		Y	Y	7
Center for Evaluation & Education Policy at Indiana University	Bloomington, IN		N	Y	9
CNA Corporation	Arlington, VA		N	Y	11
Employment and Training Institute (UW-Milwaukee)	Milwaukee, WI		Y	Y	13
Hanssen Consulting, LLC	Ada, MI		Y	Y	14
Herrick Research	Herbster, WI		Y	Y	15
Hezel Associates	Syracuse, NY		N	Y	17
IMPACT Planning Council	Milwaukee, WI		N	Y	18

¹ If you would like to see the resumes or any additional information from the vendor's application, contact Penny Muffler, Division of Research and Evaluation, 475-8520.

Current List of Approved Evaluators

Name	Location	Contact	Previous work with MPS? (Y/N)	Previous work in education? (Y/N)	Brief Background on page....
Dr. William Massey	Mequon, WI		Y	Y	20
Office of Socially Responsible Evaluation in Education (UW-Milwaukee)	Milwaukee, WI		Y	Y	21
Preferred Program Evaluations	Orlando, FL		N	Y	23
Prevention Partnerships, Rosiak Associates, LLC	Rockville, MD		Y	Y	25
Program Works	Seattle, WA		N	Y	27
School of Education (University of Wisconsin-Milwaukee)	Milwaukee, WI		Y	Y	28
Wisconsin Center for Education Research (Value-Added Research Center, UW-Madison)	Madison, WI		Y	Y	28

4K Program Assessments

After spending the last 5 years rating childcare centers throughout Wisconsin for the YoungStar program, Ms. Swain decided to venture off on her own as an independent consult. 4K Program Assessments (4KPA) was launched in September 2016 as a sole proprietorship. 4KPA provides independent and reliable assessments for early childhood programs utilizing the Environment Rating Scales.

Ms. Swain, a well-trained Environment Rating Scale observer, has 9 years of experience and proven reliability. She knows and follows the rules and procedures outlined in the tool to ensure accuracy and consistency throughout the assessment. She has been trained on all 5 scales (ECERS-3, ECERS-R, ITERS-R, SACERS-U, and FCCERS-R).

Qualifications:

- Bachelor's degree from the University of Wisconsin Oshkosh majoring in Early Childhood Education
- DPI license for Early Childhood through Middle Childhood
- Tier 3 Trainer on the Registry
- Approved Consultant on the Registry

Experience:

- Over 5 years as a YoungStar Formal Rater with over 400 reliable and objective classroom observations for the state of Wisconsin's YoungStar program, including detailed summary reports, and in depth consultations for both teachers and administrators.
- Trained and tested as reliable with the system's authors and creators in North Carolina on four of the Environment Rating Scale tools
- Over 3 years as a consultant with Child Care Resource and Referral on a United Way funded program (Room to Grow) that assessed early childhood classrooms based on the Infant Toddler Environmental Rating Scale -Revised (ITERS-R) and Early Childhood Environmental Rating Scales-Revised (ECERS-R)

American Institutes for Research

American Institutes for Research (AIR) is a not-for-profit organization engaged in independent research, development, evaluation, and analysis in the behavioral and social sciences (www.air.org). Their six program areas are as follows:

- Assessment
- Education
- Health
- Social Development
- International Development
- Workforce

AREAS OF EXPERTISE:

District and School Improvement: AIR's focus on the area of school improvement and effectiveness encompasses a broad range of issues, including comprehensive school reform, high school improvement, turnaround schools, and standards-based reform, as well as policies and practices that influence teacher effectiveness. At the district level, they collaborate with individual districts and schools to develop lasting customized solutions that will set a positive course for change. An example of AIR's work in district and school improvement is the Illinois Center for School Improvement, which launched in 2012 and AIR currently operates. The center provides high-quality, coordinated, and consistent support to the Illinois statewide system of support to ensure districts and schools receive expert, timely, and relevant assistance to increase district capacity and improve student performance.

Literacy: AIR recently conducted an evaluation of the effect on struggling readers of using a two-year **READ 180 reading intervention** (2010-2012) in five participating schools in Milwaukee Public Schools under a Striving Readers grant from the U.S. Department of Education. The purpose of this evaluation was to use a strong experimental design in order to produce a rigorous estimate of the impact of READ 180 intervention on measures of reading achievement for struggling students.

Educator Quality: AIR is dedicated to helping teachers, principals, and administrators be the best they can be and ensuring that they stay in their professions. AIR works to better understand and improve teacher effectiveness in the school setting. For example, we evaluate teacher preparation pathways, measure schools' progress toward having "highly qualified teachers," develop new teacher compensation strategies, and evaluate professional development approaches and programs. This work includes developing teacher knowledge tests and innovative approaches to measure teacher practice and student outcomes.

Afterschool Services: They work with clients to design, implement, and sustain programs that make the most of students' time. Their evaluations assess program effectiveness and drive continuous improvement efforts. Recent evaluation projects include the following:

- A statewide evaluation of the quality and effectiveness of Kentucky's Supplemental Educational Services Providers as provided to low-income families attending Title I schools (2010-2012).
- An evaluation of the afterschool programs at the Goodman-Atwood Community Center and the Emerson Elementary Community Learning Center in Madison, WI (2008-2013). The goal of this evaluation was to assess program implementation and participation and assess the impact of the program on students and families.

- Analytic and technical support for the U.S. Department of Education's 21st Century Community Learning Centers (CLCC) program (2003-present), as well as state and local evaluations of the program in Texas, Oregon, Washington, Rhode Island, and New Jersey (2003-2014).

Special Education: AIR's work in special education spans federal, state, and local projects designed to improve outcomes for children with disabilities, other disadvantaged children, and their families. We analyze and synthesize information related to policy initiatives in special education and early intervention, as well as assess and develop special education fiscal policy alternatives, measure special education costs, and conduct program evaluations such as the related to response to intervention. From 2008-2013, AIR conducted a formative **evaluation of the implementation of the Transforming Curriculum in Special Education (T-SPED)** program within Chicago Public Schools.

Social and Emotional Learning: A part of AIR's work in social and emotional learning is the current and ongoing **Conditions for Learning Survey**, which is administered three times throughout the school year to Cleveland Public School students from Grade 2 through Grade 12 to examine four dimensions of social and emotional well-being. In addition, AIR is currently conducting an evaluation of the **Collaborative for Academic, Social, and Emotional Learning (CASEL)/NoVo Foundation Collaborating District Initiative** (2011-present) to develop proof points for the role of social and emotional learning in school districts.

Early Childhood and Child Development: AIR's recent work in this area includes expert consultation, research, and writing services to Chicago Public Schools (CPS) to review the use and history of CPS's Kindergarten Readiness Tool; and the Early Math Survey, during which AIR examined mathematics teaching practices among Head Start and State Preschool teachers in two California counties. In addition, AIR is currently conducting an evaluation of the **Massachusetts Early Learning Challenge Grant- Validation of Educator Competency** (2012-present). This study measures the relationship between the quality of classroom practices and positive child outcomes.

Capacity Unlimited LLC - Peter M. Jonas, Ph.D.

Organization Background

Capacity Unlimited is consulting firm started by six very experienced leaders, college faculty, researchers, and consultants who provide more than 180 years of experience and are committed to expanding the collective capacity for leadership and learning to generate transformative and tangible results. One of the strengths of having Capacity Unlimited is that while there will be one lead evaluator, all members will be able to provide multiplicity of experiences and resources to develop a collaborative and learning community. All six individuals have doctorates, live in Milwaukee or Chicago, have teaching experience on the University level and are expert researchers in leadership, learning, service, statistics, data analysis, planning and so forth.

Experience and Qualifications

All members of Capacity Unlimited have extensive experience consulting. Moreover, all members of Capacity Unlimited have teaching experience in the doctoral program of leadership which has four main concentrations: leadership; learning; service; and research.

Capacity Unlimited will provide professional development, team building, research services, assessment skills, data collection and analysis (e.g., interviews, focus groups, quantitative/statistics and so forth), to develop the skills and support a culture that can unlock your organization's unlimited capacity to more effectively serve your clients and fulfill your mission.

Dr. Peter M. Jonas is a tenured, full professor of research and leadership at Cardinal Stritch University with 30 years of teaching experience, 20 years of consulting experience, and a senior partner (founder) of Capacity Unlimited LLC. He also been actively involved in consulting and writing; authoring more than 40 books, manuals, and articles in professional periodicals, as well as a peer reviewer for the Higher Learning Commission. Over the past 20 years he has consulted with more than 40 different organizations, mainly in the areas of leadership development, program evaluation, building high performing organizations, enhancing communication, and research—data-driven decision-making.

Dr. Jonas has worked with various departments in the Milwaukee Public School district completing program evaluations for the following grants: Advanced Placement (\$1.8 million); Transition to Teaching grant (\$2 million); History grant (\$2 million); Early Reading Literacy (\$4 million), and a \$2 million GE Medical grant. In addition he has completed program evaluations with the Boys and Girls Club of Milwaukee, Fox Point-Bayside School district for a \$240,000 physical education initiative, CESA 6 for a \$1.2 million grant to develop an alternative teacher development initiative, and at last count worked with 15 different organizations in researching and facilitating professional development initiatives—all of which include detailed evaluation components.

Dr. Anthony Frontier is an award-winning teacher, engaging presenter, and best-selling author. He works with teachers and school leaders nationally and internationally to help them prioritize efforts to improve student engagement and student learning. With expertise in student engagement, formative assessment, effective instruction, and strategic planning, he emphasizes a systems approach to build capacity to empower teachers to improve each student's schooling experience. Dr. Frontier is coauthor of the ASCD books "Five Levers to Improve Learning: How to Prioritize for Powerful Results in Your

School” and “Effective Supervision: Supporting the Art and Science of Teaching”. He is a frequent contributor to Educational Leadership and facilitates workshops on school improvement, student engagement, curriculum design, formative assessment, and standards-based instructional practices at international conferences and in schools and districts around the country.

Dr. Jonas and Dr. Frontier both have extensive experience in research and program evaluation, using random assignment, quasi-experimental designs, meta-analysis, meta-synthesis, regression continuity, as well as qualitative and mixed-method designs.

Dr. Nancy Stanford Blair is Professor of Leadership Studies at Cardinal Stritch University in Milwaukee, Wisconsin. A former teacher and school administrator, Nancy currently teaches and consults in the areas of leadership formation and sustainability, organizational development and culture building, and the creation of learning organizations. Nancy has 30 years of experience teaching at the Master's and Doctoral level and consulting locally, nationally and internationally with schools, non-profits and business.

Dr. Anthea Bojar began her career in K-12 education where she taught and held administrative positions. She is Dean Emerita at Cardinal Stritch University (2014) where she held the positions of Executive Vice President of Academic Affairs, Dean of College of Education and Leadership and Professor of education and Leadership. She has presented locally, national and internationally and is known for her work in leadership development, visioning and planning, change and transformation. She has and continues to serve on community boards and task forces. She also co-authored a book, *Leading with the Brain in Mind: 101 Brain Compatible Strategies* (2004).

Dr. Donna Recht has a total of 44 years of work in K-12 and higher education. During the last 14 years, Dr. Recht has worked in the educational leadership department at Stritch as a professor teaching both leadership and research courses. She is an expert in educational psychology, with practical experience in coaching, mentoring, and evaluation.

Annaliese Fleming is a lawyer working in the Chicago land area. She has led and managed client service teams, including other attorneys, paralegals, legal assistants, and administrative assistants. Trained, assessed, supervised and mentored less experienced lawyers in all aspects of legal practice, including legal writing, litigation strategy, depositions, trial preparation, and settlement negotiations. Designed and implemented program for training of associate attorneys. Ms. Fleming has taught multiple in-house training seminars on various aspects of legal practice, legal writing, intellectual property law and litigation. In addition, she taught Service courses in the doctoral program at Cardinal Stritch University.

The Center for Evaluation and Education Policy (CEEP) at Indiana University

The Center for Evaluation and Education Policy (CEEP) at Indiana University has more than 40 years of experience in program evaluation and policy research for educational, human services, and non-profit organizations. CEEP rigorously evaluates a variety of education programs involving STEM disciplines including contracts with the National Science Foundation, U.S. Department of Education, state departments of education, school districts, and foundations. In addition to successfully implementing evaluation projects in over 35 states and across the globe, CEEP has worked with the Office of Innovation and Improvement at the U.S. Department of Education to provide evaluation technical assistance to its grantees and with the National Center for Education Statistics to provide assistance in statistical and methodological design. An instrumentality of the state of Indiana, Indiana University is a registered 501(c)3.

Experience

CEEP's work in educational settings is extensive. Please see their website (ceep.indiana.edu) for more information. Highlights include:

- Evaluation for Metropolitan School District of Warren Township
- Race to the Top – District Program Award Metropolitan School District of Warren Township (Indianapolis) CEEP's five-year, mixed methods evaluation plan examines the overall implementation and impact of Warren Township's Race to the Top initiative.

CEEP evaluates the following projects:

- K–12 Curriculum, Instruction and Formative Assessments
- Personalized Learning System
- Environments to Support Engaged Learning
- Extended-Time Learning Opportunities
- Professional Opportunities
- PBIS and Culturally-Responsive Instruction
- Parents are the Core

Past Evaluations:

- **Alaska Administrator Coaching Project (AACP)**
Alaska Administrator Coaching Project

The AACP was a state-funded program that worked with novice school leaders for the first two years of employment and provided targeted coaching and focused professional development institutes. CEEP's evaluation activities included a review of literature related to the leadership qualities in school superintendents at effective schools, development of leadership domains (functions/key characteristics) adapted into a protocol for superintendent self-evaluation, and site-visits/case studies of several principal participants throughout Alaska.

- **Miami-Dade Project RISE (Rewards and Incentives for School Educators)**
Miami-Dade County Public Schools

To increase teacher and administrator effectiveness and student achievement, the nation's fourth largest school district implemented an innovative five-year teacher incentive fund initiative at 36 high-need schools. A comprehensive approach to jumpstart low-performing schools, Project RISE provided financial incentives, a climate of change, high expectations through learning communities, systems of mentoring, embedded professional development, and non-instructional planning time. CEEP's evaluation methodology included background and extant data collection; teacher and principal surveys; key stakeholder interviews; site visits; and student achievement data.

- **Evaluation of the Indiana 21st Century Community Learning Centers Program**
Indiana Department of Education (IDOE)

Using site visits and site-level and statewide data summaries of written reports and web conferences, CEEP conducted a statewide evaluation of Indiana's 21st Century Community Learning Centers (CCLC) initiative. Site visit protocols were designed to address key areas of emphasis within the state's 21st CCLC goals and objectives. Site visits allowed for the assessment of program improvement as year-to-year results were tracked for each site. In addition, CEEP developed a template for IDOE that standardized progress reports across all program sites and provided technical assistance to all program directors on revising program-level performance measures and developing rigorous assessment strategies.

- **Evaluation of Kentucky 21st Century Community Learning Centers**
Kentucky Department of Education (KDE)

CEEP has been contracted to evaluate, offer program assessments, provide performance measurement, and offer quick turn-around technical support for Kentucky's 21st CCLC afterschool program. CEEP personnel worked with the federal monitor and KDE to develop the Kentucky 21st CCLC Annual Performance Report (APR) instrument and ensured that the APR fulfilled 21st CCLC federal (PPICS) and state data requirements. In addition, CEEP personnel collect the annual APRs electronically and offered phone and email support for APR completion. As a supplement to the evaluation contract, CEEP also developed and maintained a web-based policies and procedures manual of program guidelines, best practices in administration and afterschool activities, and evaluation and assessment.

- **Voyager Passport in 21st Century Community Learning Centers**
SEDL with the Kentucky Department of Education

Using a randomized controlled trial design, CEEP conducted a rigorous longitudinal evaluation of the effects of participation in an afterschool program. This planned variation study design compared the impact of previously established 21st CCLC programs (control) with the impact of new CCLC programs that included the Voyager Passport reading program. The study tested the hypothesis that economically disadvantaged youth in grades 2-5 who participated in a high-quality afterschool program with Passport achieved significantly greater learning gains over a two-year period than disadvantaged youth who participated in the same afterschool program without Passport. The study also analyzed the impact of Passport on general student academic outcomes, its impact on special education referrals and placement, grade level retention, regular school day attendance, and participation in afterschool programs themselves.

CNA Corporation

CNA started its education practice in 1998. In the early years, CNA operated a technical assistance center focused on the effective use of technology in education, and conducted research funded by the National Science Foundation on school reform and the teacher workforce. Although they have worked on a variety of education issues over the years, their current focus is on three areas: college and career readiness (CCR), teacher effectiveness/workforce management, and formative and summative program evaluation.

CNA's has a technical staff of over 300 researchers, analysts, and research support personnel who come from many academic disciplines, including education, economics, the social sciences, engineering, and the physical sciences. CNA's corporate culture and operating philosophy stresses the importance of working collaboratively with clients, and they expect to develop excellent working relationships with Milwaukee Public Schools (MPS).

PROJECTS

2006 to 2017, Regional Educational Laboratory (REL) Appalachia

CNA operated the REL Appalachia, part of a network of ten laboratories funded by the U.S. Department of Education's Institute of Education Sciences (IES). Much of this work involved providing research and evaluation, technical assistance, and information dissemination to both education practitioners and policymakers around the REL Appalachia four-state region of Kentucky, Tennessee, Virginia, and West Virginia. Regularly held workshops included assisting teachers in using data to improve their instruction, collaborating with peers to use data, conducting action research to evaluate new teaching strategies, and improving the instruction of English Language Learners. Workshops also involved assisting principals in using early warning systems to target intervention services for at-risk students.

FCCRI Evaluation

CNA is conducting an evaluation of the Florida College and Career Readiness Initiative (FCCRI) with a five-year grant from the IES. Under FCCRI, high schools are required to identify grade 11 students who score just below "college-ready" on the state assessment test and target them for remediation during their senior year of high school.

Niswonger i3 Evaluation

CNA served as the external evaluator for a five-year validation grant from the Investing in Innovation (i3) Fund of the U.S. Department of Education awarded to the Niswonger Foundation. The grant created the Northeast Tennessee College and Career Ready Consortium, a network of 30 high schools and five colleges/universities in the northeast corner of the state. The Consortium aims to improve students' college and career readiness by increasing their access to, participation in, and completion of advanced high school courses.

National Board Certification® Evaluation

CNA recently completed an examination of whether National Board Certification® changes teachers' classroom practices and improves student outcomes. CNA used data from the Commonwealth of Kentucky and the Chicago Public Schools. To examine the issue of classroom practices, they conducted annual classroom observations for both NBPTS-participating teachers and non-participants.

Using Data Evaluation

The U.S. Department of Education's Institute of Education Sciences (IES) awarded CNA a multi-year grant to evaluate Using Data, a professional development program designed by TERC, a nonprofit education development company, to help teachers improve instruction through the collaborative analysis of student data and development and implementation of action plans to address systemic learning problems. The intervention was implemented in a large urban district in the Duval County (Florida) Public Schools System. CNA collected a rich set of qualitative data on program implementation, teacher behaviors, and student performance on end-of-year math tests.

Career and Technical Education (CTE) Research

As part of its REL contract, in 2011, CNA analyzed information on concentrations in high school CTE programs to support planning and decision making by the Tennessee Department of Education in its efforts to redesign its CTE program. In 2015, CNA provide similar information for the State of Florida.

Teacher Value-Added Study

In "Using Value-Added Assessment for Personnel Decisions: How Omitted Variables and Model Specification Influence Teachers' Outcomes," CNA used both fixed effects and pattern mixture models in order to consider the impact of omitted variables and missing data on teachers' value-added estimates.

Connecticut Health and Life Sciences Career Initiative (HL-SCI) TAACCCT Grant

For the Connecticut HL-SCI's Trade Adjustment Assistance Community College and Career Training grant program, funded by the U.S. Department of Labor, CNA served as an external evaluator. The program's five participating community colleges developed 15 new certificate and degree programs, and revised existing for-credit credential programs to better align with industry-based credentials and employers' needs.

Southwest Tennessee Community College SOLUTIONS TAACCCT Grant

For the Southwest Tennessee Community College SOLUTIONS TAACCCT Grant program, CNA serves as the third-party external evaluator. This program focuses on the placement of students in the manufacturing process control industry.

Hybrid Algebra Study

As part of its REL Appalachia contract, CNA evaluated a hybrid algebra course conducted in schools in Kentucky. Hybrid courses use online resources as a supplement to face-to-face instruction to improve student outcomes.

Employment and Training Institute (University of Wisconsin-Milwaukee)

The University of Wisconsin-Milwaukee Employment and Training Institute (UWM-ETI) has completed contracts from Milwaukee Public Schools conducting community needs assessments for Head Start planning, conducting the school census for the Board of School Directors and the Wisconsin Department of Public Instruction (DPI), providing analyses of student enrollments by neighborhoods for facilities planning, detailing poverty and housing issues impacting Milwaukee school children and families, developing methodology to identify Milwaukee children eligible for but not direct certified for free/reduced price meal programs, providing demographic data to assist in enrollment of children in early childhood programs, and providing mapping series and analysis summaries for the Superintendent outlining demographic patterns of school enrollments for public and private schools. The UWM-ETI researchers have also worked with MPS on contracted employment follow-up assessments of MPS graduates at Milwaukee Area Technical College and the University Of Wisconsin-Milwaukee and intergovernmental projects identifying labor market needs of local employers and relating those needs to curriculum planning and counseling at Milwaukee Public Schools.

GENERAL EXPERIENCE:

1. Technical research assistance for MPS facilities planning, grant development, and student assignment policies.
2. GIS Mapping Applications
3. Controlled experiments involving random assignment
4. Quasi-experimental research designs
5. Qualitative Evaluation Research
6. Use of Institutional and Administrative Data to Assess Program and Policy Impacts
7. Use of Survey and Interview Research Data
8. Reporting and Presentation

Hanssen Consulting, LLC

Dr. Hanssen has over 20 years of experience evaluating education programs for universities, school systems, and corporations. Hanssen Consulting was founded in 2003 and has been in business for 13 years.

For eight years (2002 through its conclusion), Dr. Hanssen was an external evaluator for the Milwaukee Mathematics Partnership (an NSF-funded Math Science Partnership) with UWM and MPS. He was project evaluator for several additional UWM-MPS projects such as the Math Alliance and the BEST program. He has also done research for the MTL studies conducted by MPS.

QUALIFICATIONS

- Over twenty (20) years of experience in program evaluation, performance measurement, business analytics, and applied statistics.
- Experienced evaluator of corporate training programs and government grants using a variety of methods including logic modeling, and quantitative and qualitative methods.
- Integration of multiple data sources and data collection efforts, database development and management to providing real-time information to support to support decision-making.
- Procurement and management of multiple vendors.
- Management of multiple, overlapping project teams.
- Delivery of technical and executive development learning programs.
- Use of various technologies to support business engagements, including MS Office, SPSS, SAS, and LISREL.

Herrick Research

Herrick Research LLC is an independent consulting firm, specializing in educational program evaluation, data driven school improvement, and student assessment. Herrick Research provides a variety of professional research, evaluation and assessment services for public service clients across the county, such as K-12 school districts, state departments of education, intermediate school districts, technical colleges, educational labs and centers, universities, and state and local health departments.

- Currently, Herrick Research has two contracts for an external evaluation of multi-year TAH (Teaching American History) grants, a multi-year evaluation of a HUD (Housing and Urban Development) housing grant in Outagamie County, Appleton, WI, an external evaluation of a Character Education program in HCPS in Tampa, FL, and an external evaluation of a specialized technical training program with Gateway Technical College in Kenosha, WI. The TAH evaluations are designed to determine the extent of history knowledge gained by teachers participating in the TAH professional development and extent of history knowledge gained by their students once the TAH history content was taught. The purpose of the HUD evaluation is to determine the use and effectiveness of a HUD funded Service Coordinator to help residents in HUD funded housing. The Character Education evaluation for Hillsborough County Public Schools is designed to determine the fidelity of program implementation and to determine the extent to which students have increased their understanding of and sensitivity to 8 different character traits typical of elementary aged students. The purpose of the Gateway Technical College evaluation is to provide qualitative and quantitative evidence that a particular externally funded program, called Bootcamp, is being implemented according to design and has demonstrated positive effects on student participants.
- Over the past 8 years, Herrick Research LLC has completed 3 multi-year external evaluation of TAH grants at UW-Eau Claire, including Making Americans, Making America (MAMA), Learning By Doing (LBD) and Constructing Liberty (CL). Teachers from 8 CESAs across Wisconsin participated in these teaching American History grants. Also, two multi-year TAH grants at Milwaukee Public Schools and one multi-year TAH grant in Superior, WI were evaluated by Herrick Research LLC.
- Contracted with Hezel Associates in 2008-09, a large evaluation firm in Syracuse, New York, to participate in the evaluation of two major evaluation contracts with the Minnesota Department of Education. One project was to evaluate the effectiveness of the statewide teacher compensation program (e.g. pay for performance) called Quality Compensation Program (G-Comp). The other project was to evaluate the effectiveness of a statewide Math (STEM like) initiative, called MSPA (e.g. Math, Science, Technology Academy), which was designed to improve the quality of math instruction and student achievement in mathematics across the state.
- Contracted by the West Metro Education Program (WMEP) in Minneapolis, MN, a voluntary consortium of 11 school districts in the metro Minneapolis area, dedicated to cooperatively addressing integration issues in the metro area.

- Contracted in 2005 to conduct an evaluation of a Title VI grant for the Minnesota Department of Education (MDE) called "Improving the Achievement of English Language Learners through Authentic Proficiency Assessments". The purpose of the project was to provide Minnesota schools with online assessment software to accurately and efficiently assess English Language Learners on speaking and listening assessments.
- Contracted with The Sunnyside Unified School District in Tucson, Arizona in 2004 to conduct an evaluation of their elementary level gifted and talented program.
- Contracted with ETS Assessment Training in Portland, Oregon to provide information about the status of assessment requirements for teacher licensing in each of the 50 states, and the assessment requirements in leading teacher training colleges and universities in the nation.

Hezel Associates

Hezel Associates is a custom research, evaluation, and strategic consulting firm specializing in the study of innovations and interventions to improve teaching and learning in K-12 and higher education settings. Now in their 28th year, they have evaluated programs and generated reports to support formative and summative decision-making; local, state, and federal performance reporting; and policy-making at all levels.

Hetzel Associates has served as an external evaluator for a wide variety of projects for clients including numerous K-12 school districts and local education agencies, colleges and universities, public broadcasting organizations, publishers, and 15 state education departments. Over the years, they have become experts at helping clients determine if their programs translate effectively into desired outcomes for students. They are adept at developing theoretically sound evaluations of educational programs, which apply mixed method collection of data from the full range of stakeholders, including school administrators, teachers, community members, and students.

Beyond their evaluation work, Hezel Associates also has extensive experience with customized research to suit their clients' needs and provides planning services, including needs assessments and market assessment examinations. The nine-person research team is based in one-office location in Syracuse, NY. They bring together a powerful combination of evaluation, research, and planning experience; content area expertise; project management skills; and a thorough understanding of the complexities of delivering educational services.

IMPACT Planning Council

IMPACT Planning Council is part of IMPACT Inc., a 501 (c)(3) organization with a mission to change lives for good. IMPACT's family of services has been working for over 50 years to help restore the health and productivity of individuals, organizations and workplaces leading to an improved quality of life for the entire community. IMPACT Planning Council works to advance community health and human services through objective planning, evaluation, and research. In addition to IMPACT Planning Council, IMPACT's family of services include: IMPACT Alcohol and Drug Abuse Services (consultation and referral for people concerned about alcohol or drugs), IMPACT Awareness (raising community consciousness about risky drinking and promoting healthy lifestyles), IMPACT 2-1-1 (a central access point for people in need), and IMPACT Workplace Services (providing consultation, training, and employee assistance programs).

IMPACT Planning Council's planning and evaluation team has many years of experience in developing and conducting research and program evaluation for a variety of funders in southeastern Wisconsin. Examples of the Planning Council's areas of program evaluation and planning expertise include: early childhood care and education, youth mental health, childhood obesity, youth and sports, teen pregnancy, infant mortality, fatherhood, mental health, substance abuse prevention and treatment, public health, public housing, strengthening neighborhoods, long-term care for persons with disabilities, and leadership diversity. Recent, selected projects directly related to educational program evaluations and/or Milwaukee Public Schools include:

- Facilitation of the School Community Partnership for Mental Health (SCPMH) – IMPACT Planning Council assisted in the planning and evaluation of the pilot collaboration which aimed to increase access to mental health services for MPS students. The Project Leadership Team includes MPS district leaders; provider agencies; HMOs; the American Academy of Pediatrics WI; City, County, and State public health officials; and parent representatives. The long-term goal of SCPMH is to create a new system of care for youth with emergent/unmet mental health needs by improving access, utilization, and quality of services and by catalyzing funding and policy changes.
- Housing Authority of the City of Milwaukee (HACM) Education Initiative – Under the HOPE VI Initiative of the Department of Housing and Urban Development (HUD), IMPACT Planning Council served as the independent evaluator assessing changes in Scattered Sites and HOPE VI housing developments through the City of Milwaukee. Evaluations included both quantitative and qualitative analysis and met prescribed federal standards as well as local program needs.
- Evaluation of youth prevention efforts, Washington County – Since 2005, IMPACT Planning Council has been working with Elevate, Inc. (previously the Prevention Network of Washington County) to evaluate their school-based initiatives designed to decrease and prevent youth substance use. IMPACT Planning Council has designed and analyzed data from a school-based survey that documents youth substance use and attitudes towards substance use. The data has been used to meet reporting requirements for federal Drug Free Communities grants and also to inform prevention programming at the middle and high school levels.

- Evaluation of teacher professional development program effectiveness – Currently IMPACT Planning Council provides evaluation services to two teacher professional development programs being run by the Milwaukee School of Engineering (MSOE) and by UW-Milwaukee. Both programs seek to bring new teaching techniques to high school teachers. IMPACT is using pre- and post-surveys, focus groups, and other techniques to analyze the effectiveness of the professional development workshops on the teaching practices of participants as well as the degree to which participating teachers form ongoing learning communities.
- University of Wisconsin-Milwaukee's Youth Work Learning Center (YWLC) – During the summer of 2014 IMPACT Planning Council facilitated three focus groups for the YWLC, an education, research, and staff development resource for youth care workers.

William V. Massey, Ph.D.

Dr. Massey has a PhD in Kinesiology with a specialization in sport psychology and a research agenda aimed at examining the impacts of physical activity, play, and sport on the holistic development of youth. He is in his third year of a faculty appointment at Concordia University Wisconsin, located in Mequon, WI. Dr. Massey's long-standing research interest is to understand how engagement in physically active environments can contribute to the development of children who are at risk for physical, cognitive, and social disparities.

He is committed to establishing a line of research in the area of cognitive functioning and educational attainment in the above-mentioned populations. He has received extramural funding to examine the impacts of recess intervention on student behavior, adult-student interactions, classroom performance, and school climate in the Milwaukee Public School district. This was the first study to examine how changes to the psycho-social climate at recess affect student behavior on the playground and in the classroom.

Dr. Massey has been conducting independent research and evaluations for the last 8 years, which includes his graduate studies. His most recent evaluation was conducted within Milwaukee Public Schools as an external evaluator/lead researcher to examine the impacts of the Playworks program.

Office of Socially Responsible Evaluation in Education (University of Wisconsin-Milwaukee)

The Office of Socially Responsible Evaluation in Education (SREed) is a research and evaluation center in the School of Education at the University of Wisconsin in Milwaukee. The office was created in 2014 and provides a variety of research, evaluation, capacity building, and technical support services on a variety of education-related concepts. They have expertise in advanced statistical analysis, qualitative methods, logic modeling, survey research, education measurement, and teaching more generally. As part of the University of Wisconsin system, they are not-for-profit and fiscally strong.

SREed is directed by Dr. Curtis Jones. Dr. Curtis Jones has over 15 years of experience doing evaluations for and with a variety of education agencies. He was the head of extended learning program evaluations for the Chicago Public Schools and the director of research, evaluation, assessment, and accountability for Perspectives Charter Schools in Chicago. He was also formally the director of evaluation for the Value-Added Research Center at the University of Wisconsin Madison before starting SREed at the University of Wisconsin Milwaukee.

The staff is multidisciplinary, comprised of a community psychologist, a social worker, an educator, and a public health expert. SREed is experienced with using a variety of both qualitative and quantitative methods along with a variety of sampling strategies when designing and executing their evaluations.

GRANTS AND AWARDS

2012-Continuing

Using Data to Improve Schools Project (UDISP)

This project involves working with the Milwaukee Public Schools to design data systems that will inform decision-making. To date, this has involved the implementation of school climate surveys across MPS and the creation of early-warning systems for middle grade students.

Client: RTI International (through the Milwaukee Public Schools)

Evaluation of GEAR UP College Planning Services in the Milwaukee Public Schools

This project involves the evaluation of GEAR UP, post-secondary preparation, programming in seven schools.

Client: Department of Education (through Milwaukee Public Schools)

Evaluation of the SPARK Early Literacy Program Expansion

This project is a multi-state evaluation of the SPARK program using a regression-discontinuity design to measure impact.

Client: Department of Education (through Boys & Girls Clubs of America)

2010-Continuing

Evaluation of the Milwaukee Community Literacy Project (an i3 Awardee)

This project, in its final year, is a randomized-control trial of the SPARK program in seven schools.

Client: Department of Education (through Boys & Girls Clubs of Greater Milwaukee)

2011-2013

Evaluation of the Milwaukee Public Schools Comprehensive Literacy Plan

This project involved evaluating the implementation and impact of the MPS literacy curriculum and training.

Client: Milwaukee Public Schools

OTHER PROJECTS**2010-2011**

Evaluation of the Special Education Literacy Program

Client Milwaukee Public Schools

Role: Lead Evaluator

2009-2010

Evaluation Milwaukee Public Charter Schools

Client: Milwaukee Public Schools

Role: Lead Evaluator

Preferred Program Evaluations

Preferred Program Evaluations was founded by its Principal Consultant, Blake Urbach, in the State of Florida in 2008. Urbach Consulting Corp D/B/A Preferred Program Evaluations has a certification from the State of Florida, Office of Supplier Diversity, as a woman-owned business entity. Ms. Urbach is the only full-time employee of the company but has collaborated with other evaluation professionals across the country on projects requiring additional resources.

Since 2008, Preferred Program Evaluations has offered specialized experience in the evaluation of education-related initiatives by providing guidance from the conception of projects pre-award through their final close-out or expansion. Preferred Program Evaluations strives to build the capacity of its partners, unearth intended and collateral impacts, and make a case for sustaining a project once the current funding stream has been exhausted.

Services typically include:

- Evaluation plan development
- Survey design and administration
- Staff training and technical assistance
- In-person and virtual meetings with project leaders
- Stakeholder interviews and/or focus groups with internal and external partners
- Site visits
- Data collection, cleaning, and analysis
- Ongoing/ad-hoc monitoring
- Report writing and presentation of key findings

Qualifications:

Ms. Urbach holds a Master of Science degree from the University of Central Florida and has formal training in program evaluation, statistics, and research methods. She has been conducting program evaluations and social science research for over 17 years in educational settings. She collaborates with public and private entities on the design and execution of program evaluations for grant-funded initiatives.

Ms. Urbach has designed and performed single- and multi-year evaluations for the purpose of informing educational and social policy. The breadth of evaluations she has conducted spans from education to health, single- to multi-site, and local projects to national priorities. She has evaluated small start-up grants valued at \$30,000 to large project grants in the amount of \$2M. She has the capacity to expand her workload without sacrificing quality, timely service delivery, or attention to detail.

Ms. Urbach has evaluated initiatives designed to increase STEM scholarship and persistence, as well as grassroots enrichment and behavioral intervention programs that employ a holistic approach to educational, personal, and community development. She has authored multiple peer-reviewed academic publications, provided technical assistance and strategic planning services to non-profit organizations, and presented nationally on topics related to community collaboration.

The intensity of the evaluation conducted complements the complexity of the project being assessed. Ms. Urbach uses logic models as a blueprint for managing the interdependent components of a project and ensuring accountability throughout a project's implementation. The logic model allows her to show – in a linear fashion – how a project's inputs and activities are expected to produce meaningful (and quantifiable) outcomes among its stakeholders.

Service offerings often include: evaluation plan production and logic modeling; literature review and best practices research; survey design and administration; focus group facilitation; stakeholder interviews; site visits; technical assistance for project staff; qualitative and quantitative data collection and analysis; formative and summative report writing, and presentation and dissemination of key findings in written, graphical, and oral formats.

All electronic records are stored on password-protected computers and data is backed up in real-time via a secure cloud.

Experience

Preferred Program Evaluations is often solicited in the early stages of the proposal writing process to provide input on the evaluation of the project while it is still under development. In three current projects, they were instrumental in the design of the evaluation work plan, metrics, and data management plan contained in the original grant proposal narrative. They have a history of securing repeat business from clients.

Preferred Program Evaluations has evaluated the following state and federal grant programs for public schools, institutions of higher education, and non-profit institutions.

- Florida Department of Education 21st Century Community Learning Centers Program
- Florida Department of Education Mathematics and Science Partnership Program
- Florida Department of Education Safe- and Drug-Free Schools Program
- Florida Developmental Disabilities Council Career Preparation at a Florida State College Program
- National Endowment for the Arts Summer School in the Arts Program
- National Science Foundation Advanced Technological Education Program
- National Science Foundation STEM Talent Expansion Program
- Substance Abuse and Mental Health Services Administration Garrett Lee Smith Suicide Prevention Program
- U.S. Department of Agriculture Team Nutrition Training Grant Program
- U.S. Department of Education 21st Century Community Learning Centers Program
- U.S. Department of Education Carol M. White Physical Education Program
- U.S. Department of Education Emergency Management for Higher Education Program
- U.S. Department of Education Fund for the Improvement of Postsecondary Education Program
- U.S. Department of Education Tech Prep Demonstration Program
- U.S. Department of Health & Human Services Healthy Communities Access Program
- U.S. Department of Health and Human Services Personal Responsibility Education Program
- U.S. Department of Labor H-1B Job Training Grant Program

Prevention Partnerships, Rosiak Associates, LLC

Over the past 35 years John Rosiak has worked in a variety of settings, with many different disciplines, including: teaching school and working with education administrators around the country; training law enforcement executives and School Resource Officers in community engagement and prevention issues; facilitating justice involvement in effective partnerships with other community partners; serving as president of a local Mental Health Association and working with mental health providers around more effective service provision; and more. After a career that included 23 years of leading programs at national organizations (including Senior Project Director at Education Development Center and Director of various programs at the National Crime Prevention Council), John established his own small business—Rosiak Associates, LLC which is a single-member LLC, registered with the Federal SAM (DUNS # 036293002) and is enrolled as a small business vendor in various states. John Rosiak started Rosiak Associates, LLC in 2013 (and has been financially solvent through its history) to continue the multi-disciplinary work he has been doing for decades to make communities healthier and safer. The company filed with the State of Maryland the name “Prevention Partnerships” as the official DBA—“Doing Business As”—because it signifies the vocation of the company—working in partnership to prevent the problems that our communities face. The organizations who have hired Prevention Partnerships since 2013 represent both the governmental and private sectors. Clients have come from the local, state, national, and international levels. Services include: Providing assessments of community needs; providing training and technical assistance; facilitating partnerships; and producing documents needed by clients.

Qualifications

John Rosiak has an M.A. in education administration. Over the course of his career he has been engaged in a wide variety of evaluation research projects, including: Supporting local sites of the Safe Schools /Healthy Students Initiative (including Milwaukee) to comply with the research requirements of the national evaluation being conducted, including meeting the GPRA quantitative measures; serving as the project officer for a nationwide evaluation contract of elementary school curriculum, including oversight of the evaluation contract, coordination of the advisory panel, and developing the plan for determining evaluation sites; working in Education Development Center’s matrix management context, using evaluation data to develop and implement complex projects and revise program methods and systems related to children’s education, mental health and juvenile justice; supervising/conducting/reviewing qualitative research including focus groups to provide direction for creating response materials for a variety of audiences; providing assessments of School Resource Officer programs sites around the country, as part of the National Council of Juvenile and Family Court Judges, School Pathways and School-Justice Partnerships projects, supported by the U.S. Department of Justice. As additional expertise is needed, Prevention Partnerships calls on a network of associates.

Experience

John Rosiak personally was involved in the following:

- Supporting local sites of the Safe Schools/Healthy Students Initiative (including Milwaukee) to comply with the research requirements of the national evaluation being conducted—8 years.

- Serving as the project officer for a nationwide evaluation contract of elementary school curriculum, including oversight of the evaluation contract, coordination of the advisory panel, and developing the plan for determining evaluation sites—2 years.
- Working in Education Development Center's matrix management context, using evaluation data to develop and implement complex projects and revise program methods and systems related to children's education, mental health and juvenile justice—4 years.
- Supervising/conducting/reviewing qualitative research including focus groups to provide direction for creating response materials for a variety of audiences—18 years.
- Providing assessments of School Resource Officer programs sites around the country, as part of the National Council of Juvenile and Family Court Judges, School Pathways and School-Justice Partnerships projects, supported by the U.S. Department of Justice—4 years.

John Rosiak has extensive cross-sector experience helping school, law enforcement, and other partners develop effective collaborative efforts around safe and healthy youth. He is considered a national leader in the area of school law enforcement partnerships, and produced many groundbreaking publications, innovative training workshops, and numerous presentations at national and state conferences. For 8 years John served the National Center for Mental Health Promotion and Youth Violence Prevention as the leader of law enforcement and juvenile justice support of the Federal Safe Schools/Healthy Students Initiative. In 1987 he was hired by the National Crime Prevention Council to lead the integration of drug prevention into national crime prevention efforts, which included directing the first drug demand reduction training for the DEA, and demand reduction workshops for police chiefs and sheriffs; and developing and delivering drug, violence, and bullying prevention workshops for thousands of law enforcement officers, juvenile justice representatives, and educators. His next publication, *Action Steps to Strengthen Your School-Law Enforcement Partnership* is anticipated for publication in the *Journal of School Safety* (publication of the National Association of School Resource Officers) in the winter of 2017. *Forging the Police-School Relationship to Decrease Student Arrests* appeared in *Police Chief Magazine* (publication of IACP) in September 2016. One of his groundbreaking articles, *How SROs Can Divert Students from the Justice System*, was published in the *Journal of School Safety* in the spring of 2015, and featured by the COPS Office. John is a member of the National Association of School Resource Officers (NASRO) and a contributing writer to NASRO's *Journal of School Safety*. He has completed NASRO's School Resource Officer Compliance Course; passed 8 Emergency Management Institute courses on National Incident Management System topics, and IACP Safe Schools courses; and is a graduate of the Montgomery County (MD) Citizens' Police Academy. For the National Council of Juvenile and Family Court Judges John serves as TA provider and trainer for law enforcement and school partnership issues for the School Pathways to the Justice System, and School-Justice Partnership initiatives (supported by OJJDP).

Program Works

As a sole proprietorship, Dr. Shawn deAnne Bachtler has provided program evaluation and monitoring, organizational capacity building, strategic planning, professional development, and team facilitation in the field of education for 14 years. Her approach to evaluation blends collaboration with third-party independence, ensuring evaluation outcomes align with an organization's needs while maintaining the integrity of the evaluation process and the usability of results. She prioritizes working with key stakeholders to provide targeted feedback on program implementation and outcomes for the purposes of program development, organizational learning, accountability, advocacy, program sustainability, and dissemination. Dr. Bachtler's evaluation practice has included pre-post evaluations, quasi-experimental designs, survey development, and needs assessments.

- She has provided evaluations for a range of programs, from case studies to multi-site, multi-year projects funded by grant programs of the U.S. Department of Education, the U.S. National Science Foundation, and the U.S. National Education Association. These evaluation projects have studied the implementation and impact of professional development programs, community outreach, project-specific curricula, enhancement of program resources, community partnerships, and other education interventions.
- She has conducted comprehensive school and classroom practice studies and has had the opportunity to work with diverse communities in both urban and rural settings. Recent clients include the Montana Office of Public Instruction, the Iowa Department of Education, the Washington State Arts Commission, Los Angeles County Museum of Art, and the Confederated Salish and Kootenai Tribes.

Dr. Bachtler received doctoral training in social science research design and statistical analyses, and she has a considerable experience managing qualitative and quantitative data to analyze participation patterns, demographics, academic achievement, relationships among variables, differences among groups, and change over time. She also develops tools for collecting quantitative and qualitative data and creates interactive data presentations to facilitate general understanding, ease of utility in planning, and dissemination of results. She regularly works with organizational teams to develop capacity for internal progress monitoring.

SKILLS AND EXPERIENCE

- Evaluation/research design
- Instrumentation
- Data collection
- Data management
- Data analysis and interpretation
- Data integration
- Evaluation reporting
- Presentation of findings
- Consultation and professional development on use of evaluation results
- Needs assessment and gap analysis
- Organizational capacity building
- Project and organizational planning
- Professional development
- RFP and grant proposal development
- Evaluation budget development and management
- Project management and field team oversight
- Institutional Review Board documentation and submission

School of Education (University of Wisconsin-Milwaukee)

The SOE at UWM has been around for at least 100 years and the Consulting Office for Research and Evaluation, housed in the SOE at UWM, has been directed by Dr. Cindy Walker for the past 12 years. The primary mission of the Consulting Office for Research and Evaluation (CORE) is to assist others with the design and analyses associated with research or evaluation project. CORE is an invaluable resource for anyone seeking help with their: research design, evaluation design, statistical analysis, instrument/survey development, psychometric analyses, data processing and database design, statistical and analytical software training. For more information see www.core.soe.uwm.edu.

CORE is primarily staffed by doctoral students from the Educational Statistics and Measurement program in the Department of Educational Psychology in the SOE at UWM. A small number of students typically come from the School Psychology Program. Therefore, all staff have formal training in statistics, research design, etc. There is currently one faculty member associated with CORE that specializes in qualitative research design. All other faculty associated with CORE have formal training in educational statistics and measurement.

Dr. Walker has worked with the evaluation of the Milwaukee Mathematics Partnership and currently is working on helping to evaluate educational programming at the Milwaukee Rep, Milwaukee County Zoo, Junior Achievement, and Teen Pregnancy Prevention programs across the nation.

Wisconsin Center for Educational Research (Value-Added Research Center, University of Wisconsin-Madison)

The Wisconsin Center for Educational Research (WCER) is housed within the School of Education at UW-Madison and is among the oldest university-based education research centers in the U.S. Founded in 1964, WCER's staff of some 500 researchers includes faculty, academic staff, and graduate students who work in areas across K-12 and higher education. Nearly 150 active research projects totaling more than \$60 million annually comprise WCER's current portfolio of work. More information is available at <http://www.wcer.wisc.edu/about/>.

WCER staff (including faculty, academic staff, and graduate students) have extensive formal training and experience in conducting mixed-methods evaluations of initiatives in education, including both advanced quantitative methods as well as qualitative approaches. All research projects housed at WCER are overseen by a Principal Investigator (either faculty or academic staff) with a PhD in education or a related discipline.

WCER has worked with various agencies of the federal government (including the U.S. Department of Education), state departments of education, and school districts of varying sizes across Wisconsin and the country for more than 50 years conducting high-quality research and program evaluations. Since 2004, WCER has supported MPS's internal research agenda through the Embedded Researcher contract which provides the district with on-demand evaluation expertise for a variety of projects of importance to the district. WCER has also conducted evaluations contracted separately by MPS, including reviews of the district's charter schools and High School Redesign initiatives.

VARC began in 2005 to pursue the twin tasks of conducting research to develop new and useful models for measuring the productivity of schools, teachers, and administrators, as well as working with school districts and states to disseminate and use these models to stimulate school and teacher improvement. Since then, our work has expanded into a number of complementary fields including educator evaluation and human capital policy, data quality, and professional development/reporting. Our partners include states, districts, and organizations across the country. Several of our areas of research are as follows:

1. **Student Growth Measure, Analytics, and Data Systems:** Analytics is the process of uncovering meaningful patterns in data and using that information to guide decision-making. Using the plethora of data available to school districts and states, we now have the ability to turn data into actionable information to improve student learning. VARC works with school districts, states, and non-profits to use these data in innovative ways.
2. **Education Policy:** Stakeholder engagement is central to VARC's policy work. VARC collaborates with government agencies, non-profits, foundations, and advocacy groups to meet the demands of education reforms and lead innovation. From research to implementation to evaluation, VARC works with our clients to identify the technical, financial, and logistical issues associated with policies and programs. We carefully consider the potential implications and consequences (both intended and unintended) of the various options. Our policy work includes:

- *Educator Effectiveness and Human Capital Systems*: VARC supports the implementation of systems that supply high-performing educators, improve educator effectiveness, and recognize outstanding performance.
 - *Early Warning Response and Intervention Systems*: VARC has worked with MPS to develop models and reporting options for identifying students at risk of an entire chronological series of adverse outcomes (including dropping out of school, graduating with low levels of college readiness, and college entry), as well as linking early warning predictions to targeted and research-validated interventions.
 - *School and District Accountability Systems*: VARC facilitates the development of school report cards and indexes using student data to drive teacher and leader success.
 - *Program Evaluation*: VARC employs quantitative and qualitative methods to determine the efficacy of educational programs and fidelity of implementation.
3. **Professional Development, Reports, and Technical Assistance**: At VARC, we recognize the importance of supporting both the development of value-added measures and the systems and people served by these measures.
4. **Education Research**: The Value-Added Research Center lives up to its name – our work on advanced statistical and psychometric methods (the heart of value-added), policy issues, and technical assistance is at the cutting edge. This research is the foundation of all the work we do; it results in more precise metrics for analyzing teacher and school effectiveness, more innovative applications of data, and more informed public policy. VARC is currently exploring a number of research topics including: Statistical Methods, Policy Issues, and Technical Assistance.

Williams, Brandi

From: Crymes, Trina <tcryme@milwaukee.gov>
Sent: Friday, August 05, 2016 2:10 PM
To: Marx, Douglas; Bell, Daniel; Seymer-Tabaska, Shannon; Graham, Michele; Reilly, Rupert; Banks, Raymond; Felician, Paul; Gutierrez, Michael R
Subject: Police Response to MPS Burglar Alarms for July 2016
Attachments: JULY 2016 MPS BURGLAR ALARMS.pdf

Greetings,

Attached is the list of MPS burglar alarms that MPD responded to during the month of July 2016.

PAO Trina Crymes

Milwaukee Police Department
Technical Communications Division - Alarm Officer
(414) 935-7167
tcryme@milwaukee.gov

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MPS Burglar Alarm Stats - July 2016

District	False Alarm	CallDateTime	LocAddress	LocName	Comment
6	Y	7/1/2016 6:20	6500 W KINNICKINNIC RIVER PK	FAIRVIEW ELEMENTARY SCHOOL	
7	Y	7/1/2016 14:12	5075 N SHERMAN BL	CUSTER HIGH SCHOOL	
4	Y	7/1/2016 15:45	5966 N 35TH ST	THURSTON WOODS CAMPUS	
7	Y	7/1/2016 16:16	8400 W BURLEIGH ST	MILWAUKEE SCHOOL OF LANGUAGE	
7	Y	7/1/2016 21:37	4229 N 36TH ST	CLEMENT ELEMENTARY	
2	Y	7/1/2016 21:37	823 S 4TH ST	VIEAU ELEMENTARY SCHOOL	
5	Y	7/2/2016 6:22	1801 W OLIVE ST	KING HIGH SCHOOL	
6	Y	7/2/2016 8:44	2751 S LENOX ST	BAY VIEW HIGH SCHOOL	
2	Y	7/2/2016 10:31	971 W WINDLAKE AV	KOSCIUSZKO MONTESSORI	
6	Y	7/2/2016 11:45	2751 S LENOX ST	BAY VIEW HIGH SCHOOL	
4	N	7/3/2016 18:07	7171 W BROWN DEER RD	HAPPY HILL ELEMENTARY SCHOOL	
3	Y	7/3/2016 19:08	3400 W NORTH AV	METCALF ELEMENTARY	

MPS Burglar Alarm Stats - July 2016

District	False Alarm	CallDateTime	LocAddress	LocName	Comment
5	Y	7/4/2016 3:21	2770 N 15TH ST	ISAAC COGGS SCHOOL	
4	Y	7/4/2016 6:33	5460 N 64TH ST	SILVER SPRING	
1	Y	7/5/2016 6:47	1555 N MARTIN L KING JR DR	GOLDA MEIR SCHOOL	
7	Y	7/5/2016 15:35	3517 W COURTLAND AV	35TH STREET SCHOOL	
6	Y	7/5/2016 19:05	3120 W GREEN AV	GARLAND SCHOOL	
5	Y	7/5/2016 20:27	1618 W KEEFE AV	KEEFE AVENUE SCHOOL	
7	Y	7/5/2016 21:10	4229 N 36TH ST	CLEMENS SCHOOL	
5	Y	7/6/2016 1:05	2760 N 1ST	MALCOMN X ACADEMY	
5	Y	7/6/2016 3:06	1250 E BURLEIGH ST	GAESLEN ELEMENTARY SCHOOL	
6	Y	7/6/2016 18:04	2555 S BAY ST	BEULAH BRINTON FIELD HOUSE	
6	Y	7/6/2016 19:12	3239 S PENNSYLVANIA AV	FERNWOOD MONTESSORI	
6	Y	7/6/2016 21:19	3239 S PENNSYLVANIA AV	FERNWOOD MONTESSORI	

MPS Burglar Alarm Stats - July 2016

District	False Alarm	CallDateTime	LocAddress	LocName	Comment
5	N	7/6/2016 21:53	3239 N 9TH ST	LA FOLLETTE SCHOOL	
7	N	7/7/2016 1:53	4850 N 82ND ST	GRANTOSA SCHOOL	
3	Y	7/7/2016 15:45	1017 N 12TH ST	WI CONSERVATORY OF LIFE LONG LEARNING	
3	Y	7/8/2016 1:47	2525 N SHERMAN BL	WASHINGTON HIGH SCHOOL OF INFO AND TECHNOLOGY	
2	Y	7/8/2016 5:08	1515 W LAPHAM BL	SOUTH DIVISION HIGH SCHOOL	
7	Y	7/8/2016 6:03	5225 W LINCOLN CREEK DR	CONGRESS YEAR ROUND SCHOOL	
3	Y	7/8/2016 15:40	1017 N 12TH ST	WISCONSIN CONSERVATORY OF LIFELONG LEARNING	
5	Y	7/8/2016 17:42	4456 N TEUTONIA AV	LLOYD BARBEE MONTESSORI SCHOOL	
7	Y	7/9/2016 2:19	6620 W CAPITOL DR	MPS TECHNOLOGY SUPPORT CTR	
6	Y	7/9/2016 10:41	4040 W FOREST HOME AV	MANITOBA SCHOOL	
3	Y	7/10/2016 7:52	1945 N 31ST ST	WESTSIDE ACADEMY ELEMENTARY	
5	Y	7/10/2016 7:59	1801 W OLIVE ST	RUFUS KING HIGH SCHOOL	

MPS Burglar Alarm Stats - July 2016

District	False Alarm	CallDateTime	LocAddress	LocName	Comment
3	Y	7/10/2016 9:20	1945 N 31ST ST	WESTSIDE ACADEMY	
2	Y	7/11/2016 6:09	2424 S 4TH ST	RILEY ELEMENTARY SCHOOL	
3	Y	7/12/2016 4:36	6415 W MT VERNON AV	JUNEAU HIGH SCHOOL	
1	Y	7/12/2016 6:48	820 E KNAPP ST	LINCOLN SCHOOL OF THE ARTS	
6	Y	7/12/2016 18:44	3239 S PENNSYLVANIA AV	FERNWOOD ELEMENTARY	
2	Y	7/12/2016 21:39	3014 W SCOTT ST	DOERFLER SCHOOL	
7	Y	7/13/2016 9:02	6600 W MELVINA ST	MILW ENVIRONMENTAL SCHOOL	
2	Y	7/13/2016 17:25	1817 W LINCOLN AV	LINCOLN AVENUE SCHOOL	
2	Y	7/14/2016 3:54	1516 W FOREST HOME AV	FOREST HOME SCHOOL	
5	Y	7/14/2016 6:30	2770 N 5TH ST	ISAAC COGGS SCHOOL	
2	Y	7/14/2016 19:14	1712 S 32ND ST	WALKER SCHOOL	
6	Y	7/14/2016 19:54	3450 S 32ND ST	CURTIN SCHOOL	

MPS Burglar Alarm Stats - July 2016

District	False Alarm	CallDateTime	LocAddress	LocName	Comment
3	N	7/15/2016 0:06	2525 N SHERMAN BL	WASHINGTON HIGH SCHOOL	
6	Y	7/15/2016 6:06	6215 W WARNIMONT AV	HAMILTON HIGH SCHOOL	
5	Y	7/15/2016 6:35	1618 W KEEFE AV	KEEFE AVENUE SCHOOL	
5	Y	7/15/2016 16:15	2308 W NASH ST	FRANKLIN SCHOOL	
6	Y	7/15/2016 18:40	1016 W OKLAHOMA AV	ZABLOCKI SCHOOL	
7	Y	7/16/2016 6:09	6620 W CAPITOL DR	MPS TECHNOLOGY SUPPORT CTR	
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1	Y	7/20/2016 3:16	227 W PLEASANT ST	MILWAUKEE EDUCATION CENTER	
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5	Y	7/21/2016 16:06	3275 N 3RD ST	DR MARTIN LUTHER KING JR SCHOOL	
3	Y	7/21/2016 17:07	2442 N 20TH ST	WHEATLEY PHILLIPS ELEMENTARY SCHOOL	
7	Y	7/22/2016 5:35	6620 W CAPITOL DR	SPECIAL SERVICES TECH SUPPORT CENTER SCHOOL	
2	Y	7/22/2016 6:10	2920 W GRANT ST	GRANT SCHOOL	
6	Y	7/22/2016 6:43	2500 W OKLAHOMA AV	PULASKI HIGH SCHOOL	
5	Y	7/22/2016 20:05	1618 W KEEFE AV	KEEFE AVENUE SCHOOL	
3	Y	7/23/2016 10:41	2029 N 20TH ST	BROWN STREET ACADEMY	

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7	Y	7/26/2016 18:58	2964 N 81ST ST	EIGHTY FIRST STREET SCHOOL	
4	Y	7/28/2016 1:24	7171 W BROWN DEER RD	HAPPY HILL ELEMENTARY SCHOOL	
3	Y	7/28/2016 13:42	2300 W HIGHLAND AV	MILWAUKEE HIGH SCHOOL OF THE ARTS	
5	Y	7/29/2016 23:40	1250 E BURLEIGH ST	GAENSLEN SCHOOL	

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TOTAL CALLS FOR MPS ALARMS DURING THE MONTH OF JULY = 130 (APPROXIMATELY)

**** prior to 07-25-2016 no documentation was gathered for canceled MPS alarms**

Williams, Brandi

From: Crymes, Trina <tcryme@milwaukee.gov>
Sent: Friday, August 05, 2016 2:10 PM
To: Marx, Douglas; Bell, Daniel; Seymer-Tabaska, Shannon; Graham, Michele; Reilly, Rupert; Banks, Raymond; Felician, Paul; Gutierrez, Michael R
Subject: Police Response to MPS Burglar Alarms for July 2016
Attachments: JULY 2016 MPS BURGLAR ALARMS.pdf

Greetings,

Attached is the list of MPS burglar alarms that MPD responded to during the month of July 2016.

PAO Trina Crymes

Milwaukee Police Department
Technical Communications Division - Alarm Officer
(414) 935-7167
tcryme@milwaukee.gov

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7	Y	7/1/2016 16:16	8400 W BURLEIGH ST	MILWAUKEE SCHOOL OF LANGUAGE	
7	Y	7/1/2016 21:37	4229 N 36TH ST	CLEMENT ELEMENTARY	
2	Y	7/1/2016 21:37	823 S 4TH ST	VIEAU ELEMENTARY SCHOOL	
5	Y	7/2/2016 6:22	1801 W OLIVE ST	KING HIGH SCHOOL	
6	Y	7/2/2016 8:44	2751 S LENOX ST	BAY VIEW HIGH SCHOOL	
2	Y	7/2/2016 10:31	971 W WINDLAKE AV	KOSCIUSZKO MONTESSORI	
6	Y	7/2/2016 11:45	2751 S LENOX ST	BAY VIEW HIGH SCHOOL	
4	N	7/3/2016 18:07	7171 W BROWN DEER RD	HAPPY HILL ELEMENTARY SCHOOL	
3	Y	7/3/2016 19:08	3400 W NORTH AV	METCALF ELEMENTARY	

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4	Y	7/4/2016 6:33	5460 N 64TH ST	SILVER SPRING	
1	Y	7/5/2016 6:47	1555 N MARTIN L KING JR DR	GOLDA MEIR SCHOOL	
7	Y	7/5/2016 15:35	3517 W COURTLAND AV	35TH STREET SCHOOL	
6	Y	7/5/2016 19:05	3120 W GREEN AV	GARLAND SCHOOL	
5	Y	7/5/2016 20:27	1618 W KEEFE AV	KEEFE AVENUE SCHOOL	
7	Y	7/5/2016 21:10	4229 N 36TH ST	CLEMENS SCHOOL	
5	Y	7/6/2016 1:05	2760 N 1ST	MALCOMN X ACADEMY	
5	Y	7/6/2016 3:06	1250 E BURLEIGH ST	GAESLEN ELEMENTARY SCHOOL	
6	Y	7/6/2016 18:04	2555 S BAY ST	BEULAH BRINTON FIELD HOUSE	
6	Y	7/6/2016 19:12	3239 S PENNSYLVANIA AV	FERNWOOD MONTESSORI	
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3	Y	7/8/2016 1:47	2525 N SHERMAN BL	WASHINGTON HIGH SCHOOL OF INFO AND TECHNOLOGY	
2	Y	7/8/2016 5:08	1515 W LAPHAM BL	SOUTH DIVISION HIGH SCHOOL	
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7	Y	7/18/2016 20:54	4229 N 36TH ST	CLEMENT ELEMNTARY SCHOOL	
2	Y	7/18/2016 22:41	3014 W SCOTT ST	DOERFLER SCHOOL	
3	Y	7/19/2016 0:27	5225 W VLIET ST	MPS SCHOOL BOARD	

MPS Burglar Alarm Stats - July 2016

District	False Alarm	CallDateTime	LocAddress	LocName	Comment
6	Y	7/19/2016 7:25	4360 S 20TH ST	LOWELL ELEMENTARY SCHOOL	
1	Y	7/20/2016 1:51	227 W PLEASANT ST	MEIR UPPER CAMPUS	
1	Y	7/20/2016 3:16	227 W PLEASANT ST	MILWAUKEE EDUCATION CENTER	
6	Y	7/20/2016 18:21	3666 S CLELMENT AV	CLEMENT AVENUE SCHOOL	
7	Y	7/21/2016 0:32	4229 N 36TH ST	CLEMENS ELEMENTARY SCHOOL	
5	Y	7/21/2016 16:06	3275 N 3RD ST	DR MARTIN LUTHER KING JR SCHOOL	
3	Y	7/21/2016 17:07	2442 N 20TH ST	WHEATLEY PHILLIPS ELEMENTARY SCHOOL	
7	Y	7/22/2016 5:35	6620 W CAPITOL DR	SPECIAL SERVICES TECH SUPPORT CENTER SCHOOL	
2	Y	7/22/2016 6:10	2920 W GRANT ST	GRANT SCHOOL	
6	Y	7/22/2016 6:43	2500 W OKLAHOMA AV	PULASKI HIGH SCHOOL	
5	Y	7/22/2016 20:05	1618 W KEEFE AV	KEEFE AVENUE SCHOOL	
3	Y	7/23/2016 10:41	2029 N 20TH ST	BROWN STREET ACADEMY	

MPS Burglar Alarm Stats - July 2016

District	False Alarm	CallDateTime	LocAddress	LocName	Comment
3	Y	7/23/2016 17:03	6415 W MT VERNON AV	JUNEAU HIGH SCHOOL	
3	Y	7/24/2016 12:27	1011 W CENTER ST	NORTH DIVISION COMPLEX	
6	Y	7/25/2016 8:35	4382 S 3RD ST	WHITTIER SCHOOL	
7	Y	7/26/2016 18:58	2964 N 81ST ST	EIGHTY FIRST STREET SCHOOL	
4	Y	7/28/2016 1:24	7171 W BROWN DEER RD	HAPPY HILL ELEMENTARY SCHOOL	
3	Y	7/28/2016 13:42	2300 W HIGHLAND AV	MILWAUKEE HIGH SCHOOL OF THE ARTS	
5	Y	7/29/2016 23:40	1250 E BURLEIGH ST	GAENSLEN SCHOOL	

**MPS BURGLAR ALARMS RECEIVED WHERE MPD WAS DISPATCHED DURING JULY OF 2016 = 92, 86 OF WHICH WERE FALSE.
(93% FALSE ALARMS)**

**SINCE THE IMPLEMENTATION OF VERIFIED ALARM RESPONSE FOR MPS STARTED ON 07-25-2016,
THERE HAS BEEN 38 NON-VERIFIED ALARM CALLS TO MPD FOR MPS WHERE MPD DID NOT RESPOND.**

TOTAL CALLS FOR MPS ALARMS DURING THE MONTH OF JULY = 130 (APPROXIMATELY)

**** prior to 07-25-2016 no documentation was gathered for canceled MPS alarms**